English Curriculum Framework Cycle B Reception /Year 1							
2021/22 Cycle B	**Theme 1B**	**Theme 2B**	**Theme 3B**	**Theme 4B**	**Theme 5B**	**Theme 6B**	**Theme 7B**
Theme	**Seasons - Autumn and Winter: What changes can we see out of the window?**	**Past and Present: Family and Me**	**Our Village Environment**	**Animals: Who lives in a house like this?**	**Beyond Living Memory: Burn and Build**	**Our Special Country**	**Materials: What happens if we add hot or cold to it?**
Subject focus	Science	History	Geography	Science	History	Geography	Science
Purpose of writing	Entertain	Entertain	Entertain	Inform	Inform	Inform	Entertain
Writing Outcomes	Autumn Poem Re-tell the story Poster	Creating their own story book Description of a character Description of a setting	Narrative - Walk around the village Leaflet – Our village	Fact file Writing a story Letter writing T4W	Diary Recount Information leaflet	Writing a recipe Writing instructions Postcard from a capital city Writing a story	Poem T4W – Story Information text
Focus Texts for Writing	Pumpkin Soup We are going on a Bear Hunt Stick man	Owl Babies Peace at Last The Little Red Hen	Rosie's walk	Gruffalo (trip) Goldilocks and the three bears. Non-fiction?	Toby and the Great Fire of London Non-fiction text The Queen's hat	Luke Goes to London Katie in London	The enormous turnip Pushing and Pulling Mr Gumpy's motorcar

				Peep inside animal homes			
Focus Texts for Class story/ stories	Penguin Penguin Small	Dogger Can't you sleep Little Bear		Elmer Class two at the zoo Mr Gumpy's Outing	Vlad and the Great Fire of London London's burning	Lost and Found Handa's Surprise Six Dinner Sid	The enormous watermelon The Little Red Train The Duck in the Truck
Other quality texts linked to theme that could be used for guided reading or independent reading, book corners etc							

Spelling

Common Exception Words	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Year 1 is he she we me be	**Year 1** go so by my here there where	**Year 1** said says are were was his has you your they	**Year 1** put push pull full house our do today of	**Year 1** love come some one once ask friend school Mr Mrs	**Year 1** oh their people looked called asked

Word Families						
	Reception SoundsWrite: Initial Code Units 1-7	**Reception** SoundsWrite: Initial Code Units 1-7	**Reception** SoundsWrite: Initial Code Units 8-10	**Reception** SoundsWrite: Initial Code Units 8-10	**Reception** SoundsWrite: Initial Code Unit 11	**Reception** SoundsWrite: Initial Code Unit 11 plus Extended Code first units.
	Year 1 SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36 Prefix un Multi syllable words	**Year 1** SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36 Er est suffixes	**Year 1** SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36 Ing ed er suffixes to verbs	**Year 1** SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36 S and es plurals	**Year 1** SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36 Ch or tch at end of words	**Year 1** SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36 Revise and consolidate

Text level features	Reception:	Year 1:
	FICTION **Planning Tool** - Story map /story mountain **Whole class retelling of story** - Understanding of beginning/ middle / end **Retell simple 5-part story** - Once upon a time - First / Then / Next - But - So - Finally, happily ever after **NON-FICTION** - Factual writing closely linked to a story - Simple factual sentences based around a theme. - Names - Labels	*CONSOLIDATE Reception list* **FICTION** Plan opening around character(s), setting, time of day and type of weather **Opening** - Once upon a time… **Build-up** - One day… **Problem/Dilemma** - Suddenly/ Unfortunately… **Resolution** - Fortunately… **Ending** - Finally… **NON-FICTION**

	- Captions
	- Lists
	- Diagrams
	- Messages
		Planning tools
		   - text map/washing line
		Heading
		Introduction
		   - Opening factual statement
		Middle section(s)
		   - Simple factual sentences around a theme
		Bullet points for instructions
		Labelled diagrams
		Ending
		   - Concluding sentence

Sentence level features (including grammar and punctuation)	Reception:
	Sentence Construction
	Simple sentences: Say a sentence, write and read it back to check it makes sense.
	Simple Connectives: and, who, until, but
	Compound sentences: using connectives (coordinating conjunctions - and/but), using 'ly' openers e.g. luckily /unfortunately, 'Run'
	Repetition for rhythm: e.g. He walked and he walked
	Repetition in description: e.g. a lean cat, a mean cat; a green dragon, a fiery dragon
	
	Word Structure/Language:
	Determiners
	   - the/ a / an
	   - my / your
	   - this / that
	   - his / her
	   - their
	   - some /all
	Prepositions
	   - up /down
	   - in/ into out
	   - to
	   - onto
		Year 1:
		CONSOLIDATE Reception list
		
		Sentence Construction:
		Types of sentences :
		   - Statements
		   - Questions
		   - Exclamations
		More simple connectives: or, because, so, that, then, that, while, when, where
		Also as openers: While..., When..., Where...
		Writing embellished simple sentences using adjectives: e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.
		Writing compound sentences: using connectives (coordinating conjunctions - and/or/ but/so) e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.
		Writing complex sentences
		Use of 'who' (relative clause): e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.
		
		Word Structure/Language:

Adjectives
- e.g. old, little, big, small, quiet

Adverbs
- e.g. luckily, unfortunately, fortunately

Similes
using 'like' e.g. hot like a fire

Punctuation:
Finger spaces to separate words
Full stops
Capital letters for own name and beginning of a simple sentence

More prepositions e.g.
- inside
- outside
- towards
- across
- under

More determiners e.g.
- lots of
- many
- more
- those
- these

Alliteration
- e.g. dangerous dragon, slimy snake

Similes using as….
- e.g. as tall as a house, as red as a radish

Precise, clear language to give information e.g.
- First, switch on the red button.
- Next, wait for the green light to flash...

Regular plural noun suffixes –s or –es
- e.g. dog, dogs; wish, wishes

Suffixes that can be added to verbs
- e.g. helping, helped, helper

How the prefix un– changes the meaning of verbs and adjectives
e.g. unkind, or undoing, untie the boat

Punctuation:
Capital Letters - to start a sentence, for the personal pronoun I
Full stops
Question marks
Exclamation marks
Speech bubble
Bullet point

Spoken Language	Reception	Year 1
	The Language of Argument – Agreement and Disagreement He / She didn't share / take turns I want to………………………….. I like……………………………. I don't like…………………….. I think………………………… Why? I think………………………… What do you think? I don't think………………… Why do you think this? It is…………………………. It's not……………………….. Yes because………………….. No because………………….. I like………………………. I don't like **The Language of Comparison – Comparing and Contrasting** It is the same because… It looks the same because... It feels the same because... It tastes the same because... It sounds the same because… It is different / They are different because… It is not the same. This is……and that is…………… **The Language of Deduction –Making an assumption based on prior knowledge** It will…………………..because…………………… I think I will……. I think………………..because……………………… It is……………………because…………………… It has…………………..because……………………… Why do you think this is a …………………………..? What can you see? Why did…………………………happen?	**The Language of Argument – Agreement and Disagreement** Yes because………………….. No because………………….. I like…….. Because……. And……….. I don't like……. Because……. And….. I agree with………….. Because……… It is right……………. It is wrong………….. **The Language of Comparison – Comparing and Contrasting** They are the same because………………… They are different because…………………is…………and…………is…………… They are alike because they are both…………………… **The Language of Deduction –Making an assumption based on prior knowledge** I think that…………………………….. I think that ……………..because…………………….. It is………………because…………………………….. …………………..happened because…………………… What do you think happened? **The Language of Description – Describing** It is…………………………..and……………………….. The…………………………is………………and………………….. They are……………………………because………………….. It is a (adjective) / (noun) ………..has ……….. ……… have ……… **The Language of Evaluation –Evaluative Talk** I found……………….hard/easy because……………………. I like / dislike because…………………………………………. I feel that…………………………………………next time.

……………………….happened because……………………………

The Language of Description – Describing
It is big / small (size)
It is (shape name)
It is a (shape name)
It is soft / hard or hot / cold (texture / properties)
It feels like……………………………………...
It looks like……………………………………….
It tastes like…………………………………….because…………
It sounds like……………………………….......
It smells like…………………………………….
It is the same because………………………….
It is different because…………………………
As above, use This ….. looks like …… etc

The Language of Evaluation –Evaluative Talk
I made this train.
"I like the way the wheels rotate"
I've done this picture.
"I can see you have put lots of detail in there, flowers, people, trees"
I like this because……….
I made this………………
I did this………
I've done this…

The Language of Explanation
I've got the ………………..one
It's the same/ different …………………..
It's the same number.
They / We both have…………………..
There is one more…………………….
Its one less………………………..
Another one………………

I could………………………………………………………………
In my opinion………………because………………………..

The Language of Explanation
I………………………. because…………………….
When I……………….because…………………….
After I…………………………………………..
How ? Why? Where? When?
Sometimes incorporating sequence language structures.

The Language of Explaining in a Mathematics context
I know……………..because…………………..
………………is in-between/after/before because…………………..
………………comes before………………because…………………
………………comes after………………..because…………………
So then……………………….
The answer is…………………because……………………………

The Language of Hypothesis - a suggestion that tries to explain something, based on evidence
I think……………………because……………and………………
I don't think…………because……………….and………………
…………………….will happen because………………………….

The Language of Opinion
I think……………………………….
I think…………because………….
I like………………best………..because………….
My partner thinks………………………
I agree because…………………………
I disagree because…………………………

The Language of Prediction – Predicting
I think…………………..
I think………..because………. (prior knowledge)
I predict………………will happen.

I have more………………..
They/We have two each
Altogether I have…………………..
I think…………
………………heavier…………………..
………………….lighter………………………

The Language of Explaining in a Mathematics context
I've got the ………………..one
It's the same/ different …………………..
It's the same number.
They / We both have…………………..
There is one more……………………
Its one less………………………..
Another one………………..
I have more………………..
They/We have two each
Altogether I have…………………..
I think…………
………………heavier…………………..
………………….lighter………………………

The Language of Hypothesis - a suggestion that tries to explain something, based on evidence
How do you know e.g. 'The porridge is hot'?
It is…………………………………..because…………………………….
I think…………………because……………………..
It will…………………because……………………..
The…………..is………..because……………………
What do you think?
What will happen if…………………?

The Language of Opinion
I like / don't like…………………………
It is good/nice/beautiful
It is not nice

They are the same because……………. (comparing)

The Language of Retelling – Events and story telling
My partner said………………………..
Retelling stories – Once upon a time…..
                    One day……………
                    Long ago…………..
'What happened next?'

The Language of Sequencing
First I will……………………………..
Next I would…………………………..
Then I…………………………………
After that I………………………..
Finally I……………………..

'What do you think?'
I think…………………………………
I think it will………………………
It will……………………….
It will…………… because…………
I think…………… because…………
I think that…………………………
What do you think?
What will happen if…………………?
If…………………………………………..?

The Language of Prediction – Predicting
………………same……………………..
I I think it will…………………
'What do you think will happen?'
It will……………..
The……………will………………
The…………….is going to……………..
This will…………..because………………
What do you think will happen next?
What will happen if…………………

The Language of Retelling – Events and story telling
First I……………….. First we…………………..
Then……………….. After………………………..
And then……………………………………………..
What did you do first? Then what happened?
………………………..happened first.
Next…………………….happened.
Then………………happened.
…………………………….happened last.
Next……………and……………..happened.
At the end………………………happened.
…………………………..happened in the beginning.
………………………….happened in the middle.
………………………….happened in the end.

	The Language of Sequencing First…………………. Next……………… Then………………… After that……………….. …….and then………. …………………….happened first. Next…………………….happened. Then…………………..…..happened. …………………….happened last. It is…………………….because…………… It is…………………………….	
Reading		
Accuracy	_Reception:_ Uses phonic knowledge to decode regular words and read them accurately responding speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Begins to self-correct inaccurate word reading. Reads the FS high frequency words. Reading books containing all the graphemes taught in Initial Code.	_Year 1:_ Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Continues to self correct inaccurate word reading Reads Y1 High Frequency words. Reading books to turquoise level
Fluency, Prosody, Performance	Joins in with repeated patterns and phrases. Reads and re-reads texts, building blending skills to develop automaticity. Copies modelled voices when retelling stories, using a storytelling voice or intonation	Learns some simple poems and rhymes, performing some by heart Begin to develop fluency for whole sentences. Able to change volume and intonation where appropriate.
Understanding and Comprehending	Discusses words and their meanings. Discusses words and their meanings. Talks about what they have read. Asks relevant questions Answers simple questions verbally. Makes accurate observations, in fiction and non-fiction texts.	Able to identify words they do/don't understand. Identifies the words in a text that make specific contributions to meaning Is able to discuss the significance of the title and main events Asks relevant questions. Answers simple questions verbally. Can summarise what has been read in a book, in fiction and non-fiction texts. Gives reasons for title of a text.

		Makes inferences from characters' actions.
Thinking about what has been read	Identifies non-fiction page features. Listens to stories, accurately anticipating key events. Can join in with predictable/repeated phrases. Links what they have read to their own experiences Says whether or not they like a book. Can identify books about similar subjects. Can compare own life experiences with events in books. Starts to understand people have different opinions about books.	Uses indexes and contents pages to find information from non-fiction texts Makes simple predictions based on what has been read so far Can anticipate and join in with predictable/repeated phrases Discusses their favourite words and phrases Discusses favourite parts of text Links learning to books they have read. Links events in books to own life. Listens to the views of others and pays attention to alternative opinions